DOCUMENT RESUME

ED 138 751 CE 010 871

AUTHOR Herron, Rex H.; And Others
TITLE National Survey of Postsecondary Education Programs for Incarcerated Offenders.
INSTITUTION National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
SPONS AGENCY Office of Economic Opportunity, Washington, D.C.
PUB DATE Jul 73
NOTE 27p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Correctional Education; Correctional Rehabilitation; Degrees (Titles); Educational Opportunities; Enrollment; Federal Government; Higher Education; National Surveys; *Post Secondary Education; Prisoners; Questionnaires; State Government
IDENTIFIERS United States

ABSTRACT

A national survey of 305 major Federal and State correctional institutions was conducted to determine the extent of postsecondary education programs in those institutions. At the time of the study 210,183 men and women were confined in the institutions surveyed. To assure 100% response, the investigators contacted the education directors, assistant superintendents, or superintendents of most of the institutions by long distance telephone. Although the data showed a tremendous growth in number of classes available and number of students taking part in them, only 5% to 6% of the populations of the surveyed institutions were involved in higher education classes. It was found that 71% of the institutions offered postsecondary courses. Of those institutions, 54% had part-time programs, 24% full-time, and 22% a combination of part-time and full-time. Other questions related to types of certificates or degrees granted, when the program started, whether the institution granted study release time, and further plans for postsecondary education. The investigators made recommendations related to ongoing evaluation, innovations, followthrough supportive services for students who have left prison, cooperation between university and correctional personnel, publicity about the educational programs, and adaptation of effective programs to other institutions. The recommendations are included and an appendix contains a summary of compiled responses to the questionnaire items. (LMS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED138751

NATIONAL SURVEY

of

POSTSECONDARY EDUCATION PROGRAMS

for

INCARCERATED OFFENDERS

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Survey Conducted in July, 1973
by the NewGate Resource Center
of the National Council on Crime
and Delinquency

OE 610 8711

SURVEY STAFF

Rex H. Herron	Director, NewGate Resource Center, National Council on Crime & Delinquency
John T. Muir	Assistant Director, NewGate Resource Center, National Council on Crime & Delinquency
Dorsey Williams	Research Associate, NewGate Resource Center, National Council on Crime & Delinquency

CREDITS

The publication of this survey is made possible by the Office of Economic Opportunity - the agency which funded the original NewGate programs.

Dr. John R. Schuster and Bernard Bennett contributed importantly in the design of this survey format and questionnaire.

A special note of appreciation to the correctional officials who so willingly cooperated with the interviewer and who, in their own words, are "always giving out information to people like you and never get any feedback."

CONTENTS

INTRODUCTION 1

SURVEY RESULTS 5

SUMMARY COMMENTS 15

APPENDIX I 21

INTRODUCTION

This survey was conducted in an attempt to provide an overview of the current status of postsecondary education in correctional institutions in the United States. For the purposes of the survey, postsecondary education was defined as any academic, vocational, and/or technical course work that requires either a high school diploma or a General Educational Development (GED) certificate as a prerequisite for enrollment. The institutions surveyed were state and federal facilities for adult male and female felony offenders.

The provision of higher education course work in a penal institution is not new. In 1953 Delyte Morris, then president of Southern Illinois University, introduced college-level courses into the Illinois correctional system. Today, as this survey has determined, college-level course work is provided in 218 adult correctional institutions across the nation. The quantity and quality of these offerings, however, varies from state to state and from one prison to another within the same state.

College-level instruction, as a component of resocialization efforts, has been in a constant state of growth for almost a decade, as documented by studies made by Adams in 1968[1] and by McCabe in 1970.[2] The Adams study, conducted during the last quarter of 1967 and published in January 1968, consisted of "...four waves of letters and questionnaires...directed first to correctional education supervisors and then to directors of correction throughout the 50 states and the U.S. Bureau of Prisons."[3] This approach provided data from both individual institutions and central offices. The report

summed up the data provided by 46 responding prison systems.

McCabe and Driscoll mailed a structured questionnaire to each city, county, state, and federal institution listed in the 1967 Directory of Correctional Institutions and Agencies, published by the American Correctional Association. Of the 689 institutions polled, 590 responded to three mailings over a period of approximately eight months.

Numerous in-state surveys have also been conducted, but the above are nationwide in scope and present a data base comparable to information acquired by the present survey.

METHODOLOGY

This survey is based on all major state and federal adult institutions listed in the ACA Directory 1972. Included are main prisons, correctional centers, and reformatories. Reception and diagnostic centers, medical facilities, smaller work-oriented facilities such as camps and farm operations, where structured in-house education programs are unlikely to exist, are not included. All contacts were made by telephone with institution officials such as wardens, superintendents, assistant superintendents, and directors and supervisors of education. All data were gathered by the same person to insure continuity and uniformity of information. The one exception to this approach was the state of North Carolina. In North Carolina, the two principal institutions, Central Prison and Correctional Center for Women, were contacted directly. Data for the remaining 73 institutions in this highly decentralized system were gathered from the central office and are recorded in the survey data according to the six areas they comprise rather than by indi-

vidual institution. A 20-item questionnaire (Appendix I) was used. Answers to questions 6, 9, 10, and 11 are in some instances the "best estimate" the contacted party could supply.

Long-distance telephone was selected as an appropriate method for data collection for several reasons, an important one being the opportunity to obtain a 100% response rate. Another was a time constraint: to keep the data as current and as comparable as possible, the information was collected quickly. Data on 305 institutions were collected in 19 working days.

The particular sample of institutions was chosen for several reasons. County and city systems usually contain misdemeanants serving short sentences (less than one year) and/or are detention facilities for people awaiting trial or other disposition of their cases. These facilities generally do not offer much in the way of long-term programs such as academic or vocational/technical instruction. City and county jails typically do not have the physical or monetary resources to offer training or academic programs to their residents. Although some county facilities hold inmates sentenced for more than one year, these are exceptions and their impact on the survey data did not appear to warrant their inclusion.

The NewGate Resource Center staff chose to contact individual institutions rather than central offices because the institutions are more likely to have current, first-hand, and detailed knowledge of program activities.

Population figures were obtained directly from the American Correctional Association. They are the responses that the ACA solicited to revise and update their annual Directory. Unfortunately

only 24 states responded to the ACA in detail. For the remaining 26, which either claimed "no change" in their average population or did not respond, the average populations for the previous year (1972) are used here, as they will be in the ACA Directory 1973.

The District of Columbia and the Federal Bureau of Prisons have been included as "states," bringing the total number of states (N_s) to 52. The six correctional areas of North Carolina have been defined as "institutions," producing a total of 305 institutions (N_i). Because many vocational/technical programs have accredited academic as well as manual skill components, accurate distinctions between academic and vocational programs could not be made. The criterion for program inclusion in this survey was determined from the definition of postsecondary education--either a high school diploma or a GED certificate as a prerequisite for enrollment.

As this survey is essentially exploratory, the data do not lend themselves to more empirical analysis than that presented in the following pages. The survey results should be of interest to correctional staff at all levels, especially education department staff, and to educators involved in all phases of education and training who have not previously taught in institutions. Social workers, psychologists, legislators, judges, and taxpayers may also benefit from the up-to-date information obtained.

---

1. Stuart Adams, "College-Level Instruction in U.S. Prisons," School of Criminology, University of California, 1968.

2. M. Patrick McCabe, "Correctional Education in the United States," Project NewGAte Publication, Federal Youth Center, Ashland, Kentucky, 1970.

3. Adams, 1968.

SURVEY RESULTS

As described in the Introduction, 305 institutions were selected to respond to questions regarding their efforts to provide postsecondary instruction to residents of their facilities. These include major adult institutions, both Federal and State, but exclude City and County systems, diagnostic or specialized medical treatment facilities, and numerous small "camps". According to the most recent figures available from the American Correctional Association, 210,183 men and women are confined in these 305 institutions. There are 165,000 adults incarcerated in Federal and State institutions not included in this survey. An additional 151,000 adults, also not included in this survey, are presently confined in City and County facilities bringing the total number of adults incarcerated in all U.S. correctional institutions to approximately 526,000.

The following narrative is arranged according to item-by-item responses to questions asked during the telephone interview.

1) *Are postsecondary education courses offered to the inmates of your institution?*

2) *How extensively is the education program made available to the student?*

According to the data received from staff members of the 305 institutions contacted, 218 institutions (71%) offer postsecondary courses and 87 (29%) do not. Of the 218 that do offer postsecondary instruction, 118 (54%) are part time programs, 52 (24%) are full time, and 48 (22%) are a combination of both part time and full time. "Part time" programs, as referred to here, are those which are offered during the evening hours or on weekends and are generally available to residents only after they have completed the duties required by their institutional work assignment. A "full time"

program is one which operates during the institutional work day and involves residents whose only institutional assignment is full-time school. Combination programs typically maintain a small core of full time students but, in addition, open their evening classes to other residents who have completed their day's work.

3) May an inmate be excused from his job assignment for participation in the higher education program?

A commonly voiced obstacle to operating a full-time college program are the manpower needs for institutional maintenance and industries. These priorities are reflected in the response to the above question in that 69 (32%) of the 218 institutions will not excuse an inmate from his work assignment for participation in the college program. The affirmative responses (68% indicated that an inmate may be excused from his job for participation in the program) deserve further discussion.

An affirmative response to this question indicates that an inmate may be excused from his job assignment but does not mean that he is. The most common occurrence is that of holding evening classes for residents who have already completed a full day's work and to whom, therefore, the question of being excused from their institution assignment does not apply.

There appears to be no accurate way to distinguish programs offering evening-only classes as a convenience to the university whose staff can be available only during the evening hours from those in which other institutional priorities prevent the holding of classes at any other time.

4) *Does your institution provide for GED testing?*

The GED is administered in 253 (83%) of the 305 institutions surveyed. All but thirteen institutions that offer college courses also make provisions for either instruction or administration of the GED. Fifty-two institutions (17%) reported that they do not provide for GED testing. Included in these 52 institutions are: Thirty-eight minimum security facilities that function primarily as work-release or pre-release centers; five study-release centers which require that their residents already possess a GED or high school diploma; eight institutions which offer no provisions for the GED but do offer part time college programs to residents having a high school diploma; and six large maximum security institutions which offer no educational opportunities beyond the remedial or adult basic educational level.

5) *What type of instruction is offered, who has responsibility for the actual instruction, and what is the accrediting source of the courses offered?*

Responses to these questions are recorded in Table I below. It should be mentioned here that the tabled figures do not represent the total educational involvement of the institutions surveyed. Rather, the responses indicate the program nature of an institution's major educational effort.

Table I
(218 institutions)

	Instruction by		Accrediting Source		
Type of Instruction	Institution Staff	College Faculty	Extension Division	Community College	Coll/Univ.
Correspondence	2	1	5	0	45
Electronically (TV)	1	7	3	3	2
In Person	7	161	4	68	98
Other	0	1	0	1	0

As shown in Table I, the predominant type of instruction reported is "in person" by college faculty and accredited by a community college, college or university. The seven institution staff providing class instruction hold teaching credentials at nearby community colleges. Five programs of correspondence instruction and three of closed circuit television were reported as operating in conjunction with their regular program of in-person instruction. Forty-five programs are correspondence only, and five institutions provide college level course work only via closed circuit television. The "other" category represents one program in which men are permitted to arrange for independent research credit through a faculty member of a local community college.

The sixty-eight programs accredited only through a community college are those which offer courses terminating in associate degrees. Many courses offered in the 98 programs accredited by a college or university can be applied toward either associate or baccalaureate degrees.

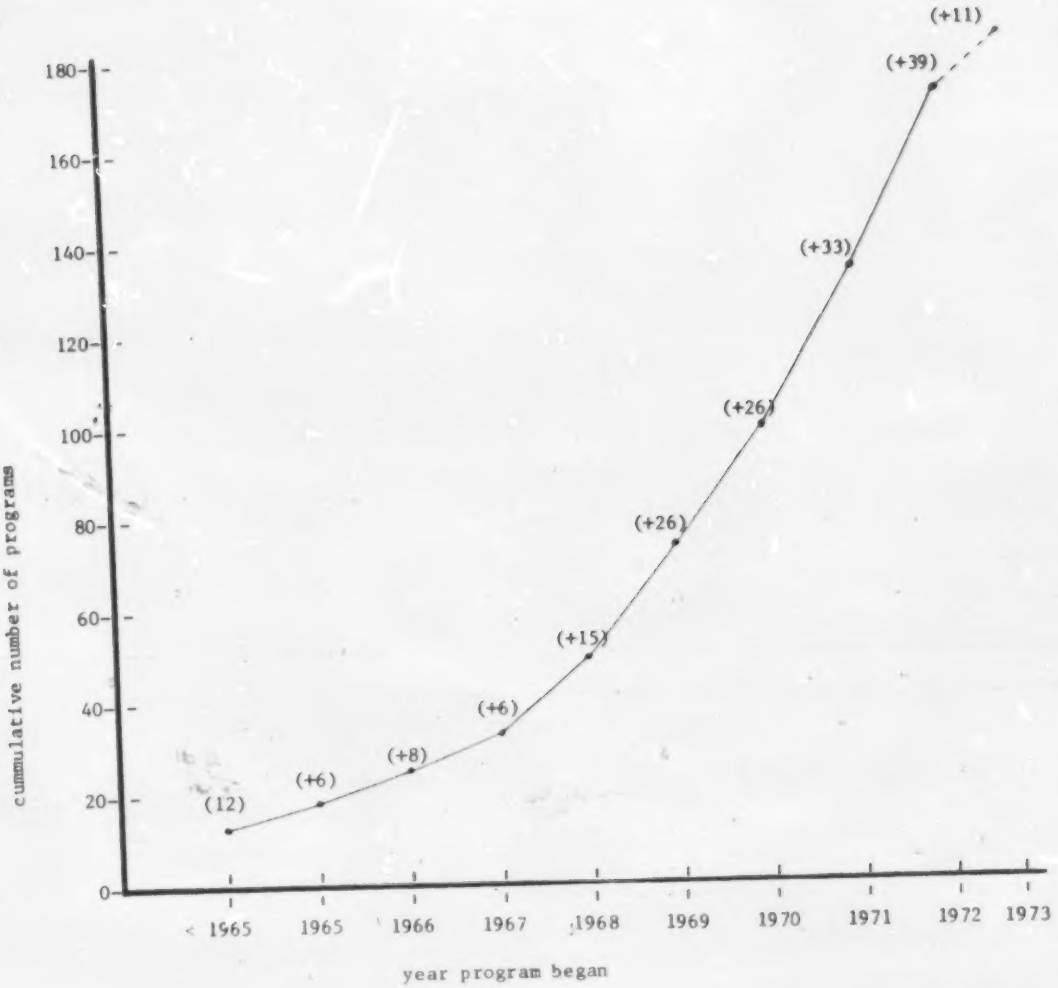
6) <u>When did you first begin your postsecondary program efforts?</u>

One hundred eighty-two institutions responded with reasonable accuracy to the above question. In thirty-six instances the person being interviewed made a "wild guess", said that he "didn't know", or replied that "no records exist" on their earliest program efforts. These 36 programs are not included in the following graph.

FIGURE I

(182 P-ograms)

GROWTH CURVE OF OFFENDER POSTSECONDARY EDUCATION PROGRAMS



It is of significance to note that in 1968 the number of new programs (15) doubled that of any previous year (1965=6, 1966=8, 1967=6). Another doubling occurred in 1969 with 26 additional programs. From 1970 to the present the growth of new programs has been fairly constant but not as dramatic as the previous three-year period. The 1973 figure (showing 11 new programs as a dashed line on the graph) is not complete as this survey has information only up to the end of the Spring term.

7) How many courses were offered at the time your program first began?

8) How many students were enrolled during the first term of your program?

9) How many courses are being offered this term?

10) How many students are enrolled this term?

The answers to questions 7 and 8 are approximate, again, because accurate records are often not maintained or not easily accessible. However, in spite of this lack of statistical accuracy, certain generalizations are suggested by the data.

When the 218 institutions (reported in this survey as offering college courses) began their postsecondary programs a total of 4,541 offenders were enrolled in a total of 398 courses. At present, those same institutions are offering 1,351 college credit courses to 11,754 students.

Though it is obvious by the above figures that more college courses are being made available and that more offenders are becoming involved in those courses, caution must be exercised in attaching undue significance to the qualities of this increase. Perhaps the most one should attempt to conclude from this data is that programs of college instruction in prisons tend to begin small (offering 1, 2, or 3 courses to 10-20 students) and, if the program appears to be "working out", the number of courses and students taking them generally increases.

11) What type of academic certificate or degree may a student earn while incarcerated?

One hundred fifty-five institution programs providing college-credit courses also award a technical certificate or academic degree upon

successful completion of the program. In 12 programs a student may earn a bachelors degree while incarcerated. Technical certificates are given in 42 institutions. The most common award is the Associate of Arts or Science degree available in 101 of the institutions surveyed. A student may not earn a degree while incarcerated in 63 of the institution programs but, generally, can apply completed credits to a degree program following his release.

Unsolicited comments from several persons suggest that the availability of degree granting or certification assists in maintaining student motivation and increasing the overall level of student academic performance.

The following table shows the number and types of degree programs available.

Table II
(218 institutions)

Type of Award Available	Number of Institutions	Percentage of Total
Baccalaureate	12	5.5%
Associate	101	47%
Technical Certificate	42	19%
None	63	28.5%

12) Do you include provisions for administering the College Level Examination Programs (CLEP)?

The College Level Examination Program, developed by Princeton University, is increasingly used with older students who may be just starting their university experience. A basic assumption of the program is that people, through life experiences, may naturally

assimilate much of the knowledge that is the basis for lower division undergraduate instruction. If, upon completing a series of exams, the student scores within a preestablished acceptable percentile he is then given college credits which are transferable to most four-year universities.

All 305 institutions contacted were asked if they provided for administering the CLEP tests. Fifty-one respondents reported that they do use CLEP while 177 said they do not. Of this latter figure many had never heard of the program.

13) Is study release available to the students in your program? (267 institutions)

14) Since when has study release been available to the inmates of your institution?

15) How many students of your institution are currently participating in a study release program?

The availability of study release to institution residents is determined by both State legislation and administrative discretion. Though some states have statutes specifically worded for programs of study release the more common occurrence is that of interpreting work release legislation to include study release. Under the provisions of this legislation a Department of Correction authority (usually the Director, though in some cases a warden or superintendent has the delegated power) may authorize the temporary release of an institution resident for the purpose of attending classes at an appropriate educational institution outside the walls. Here the student will be released to attend classes during the day and returned to the institution at night. In some instances, however, study releasees live in an on-campus residence supervised by university students who

are paid by the Department of Correction.

One hundred forty-four institutions reported that they utilize study release and 123 say they do not. The affirmative responses include 49 work or study release facilities that have no in-house program. Most of the institutions providing study release opportunities are medium or minimum security facilities. Very few maximum security institutions participate in programs of study release.

From the responses to question #14, it is impossible to determine whether the original availability of study release was the year of legislative approval or the year a superintendent exercised his discretion to permit its use. The best inference of this data indicates that a trend, since 1965, has been to increasingly utilize this transitional program concept. (see APPENDIX I, item 14).

In the 144 facilities, which have study release available to their residents, a total of 1,552 participate in the release programs. Though definitely a positive note when considering the nonexistence of study release as little as nine years ago, when viewed in relation to the 11,754 incarcerated students, the serious need for the expansion of this concept is obvious.

16) <u>What plans do you have for the future regarding your post-secondary program?</u>

Here, the person being interviewed was asked to indicate a single priority plan for his institution or program. (see APPENDIX I, item 16 for a breakdown of these responses) Forty-three respondents indicated "no plans" mostly because they were not optimistic about the future availability of funds for implementing any plan. Increasing course offerings in the institution's educational program was listed as a priority in 52 instances. Two items listed as

priorities -- starting a study release program and adding provisions for degree granting -- would appear to indicate the acceptance of postsecondary education as a bonifide component of an offender's "rehabilitation" program.

SUMMARY COMMENTS

We have not attempted in the previous sections to attach qualitative distinctions to the data received. In this section however, it seems reasonable and proper to attempt an attachment of a small amount of related research and a series of questions which should be asked.

Glaser (1966) writes: "Nobody knows conclusively and precisely the effectiveness of correctional education. Statistics vary from one study to the next. When one defines 'success' for research purposes as the absence of post-release felony convictions or parole violations, some studies indicate that inmates who were in prison school succeed more than those who were not, while other studies have the opposite finding."[1]

We cannot (and surely not on the basis of this survey) say that postsecondary education is directly related to a reduction in returns to prison. We do have data that suggests a 5% to 6% rate of new crimes for those programs operating on the NewGate Model. Few other programs make use of modern evaluation techniques but rather "feel" it is working pretty well. Or, as Wright suggests, activities in correctional settings proceed as a kind of goal-oriented guessing which he labels "intuitive opportunism".[2] *Adams, (1973), in a recent article in Change Magazine writes, "Prisons are traditionally not accustomed to assessing their performance, either overall or in relation to particular programs such as prison colleges. In recent years, several systems have set up research divisions to conduct studies and make evaluations, but almost nowhere have these processes been applied to their programs of higher education."*[3] *Penal systems and higher education alike must begin to look toward*

meaningful evaluation if they are to gain the public support necessary for successful operation of their programs.

We can see, from the survey data, a tremendous growth in both number of classes available and the number of students taking part in them. We hope these figures will not add to the omnipresent danger popularly termed complacency. The ranges of programs run the gamut from one class for 10-15 "select" students to institutions offering 30-40 college classes and serving 30% of their population and those which offer Associate or Baccalaureate degrees inside the walls. Many of the people reading this may have reason to say "we are doing very well". We hope they will ask themselves why they cannot do more.

When we begin to think of education programs as an aid to resocialization (reintegration, reentry, rehabilitation, etc.) we must look closely and with concern at the lack of follow through for inmates enrolled in correctional education programs. On the one side, we find a minimal 5% to 6% of the surveyed institutions populations involved in higher education classes. We also find less than 1% of the total population involved in pre-parole release programs. Regarding school release programs, Jacques (1973) writes, "Eight hundred and sixty-three inmates were enrolled for daytime coursework on college campuses and were returning to the prison in the late afternoon or evening. They constituted less than 1% of the total inmate population of the one hundred thirty-three penal institutions which were reported as promoting such programs."[4]

These figures point out needs for additional resource allocation by penal institutions who must provide space in work or study release

facilities. Just as importantly, the institutions of higher education must involve themselves to a much greater degree inside and outside the walls. This may include tuition grants, tutoring, and use of university counseling centers for personal and career counseling.

We must also consider that providing a "college" experience to a person, who has not been involved in higher education previously, may be a disservice if there is a lack of follow through which will enable him to accomplish his new goals. What this seems to point out is a genuine need for correctional and education administrators and staff to determine how much more is needed, how much of what is needed that is possible, and why it is not being done.

Additional questions which must be asked by those involved in correctional education include: Why do I get involved? All too often, there is a tendency to involve oneself in teaching within a prison for different reasons than those one has for teaching outside of the prison. There may be a marked tendency to be more lenient in class work assigned and grades awarded. This generally proves to be unfair to the student who aspires to higher education. There is occassionally an involvement which includes teaching or counseling for ones self-gratification rather than actually being of help to the individual.

The atmosphere of an education program seems to be very important. The total custody atmosphere may well retard actual academic progress by appearing to be only an extension of the mistrusted guardian penal system. An aura of academia on the other hand seems to present a more positive framework. We would request those involved to examine the in-prison schools and ask themselves whether it resembles a school or a cell block.

We have, from several bases of information compiled a list (by no means complete) of recommendations for those involved in prisoner education.

1. Evaluate: Objectives of offender education programs must be clear and realistic. Primary tasks of program operations must be achievable, measurable, and linked theoretically to program objectives. Evaluation should be on-going as an integrated component that allows the program to self-correct its activities -- discontinuing ineffective activities and strengthening effective ones. This ability assists in drawing program efficiency closer to program effectiveness and establishes the program's credibility.
2. Innovate: The surest route to program failure is to duplicate traditional approaches to educating a clientele that have rejected tradition. Too often an approach that doesn't work is chaulked up as another failure for the recipient. Be at least as self-critical and changeable as you would require of your student.
3. Follow Through: It is of no service to an institution resident to provide him with the opportunity to increase his aspiration level while he is locked up and then not provide supportive services to him after he is released. This type of operation is often the consequence of an administrator's projection of his own abilities to achieve -- some good old fashioned "rugged individualism". Study release as a transitional concept, if administered congruently with the goals of education, is an invaluable follow-through component.
4. Cooperate: In a bureaucratic system which tends to allign its agency components in competition with one another the absence of

cooperation in front-line operations is most obvious. Ultimately, the success of an offender education program can be attributed to the quality of the relationship between university and correctional personnel -- the type of cooperation that comes only through a common commitment to the objectives and ideals of the program.

5. Advertise: The notoriety given to one person's crime by the news media outweighs the announcement of any "rehabilitation" that occurs. The negative effects of this sensationalism on both society and the offender can be countered only through enlisting the aid of the citizenry to participate in solutions. The credibility of the new "reintegration" philosophy will never be established as long as the private sector interprets "correction" as something that correctional experts and "public servants" do to society's rejects. Ask volunteer groups and individuals to contribute their time, money, influence, and understanding. Don't pretend you can do without their help and support.

6. Steal: If you hear of a program that is effective, go there and "case the joint". If you see something worth stealing, steal it! But be honest about it. Don't slink back home and unveil your personal discovery of "the wheel". This kind of insular egotism tends to perpetuate the "novelty" of offender higher education programs and hinders their acceptance as a serious effort to reclaim an individual as a potential productive rather than destructive member of society.

---

1. Daniel Glaser, The Effectiveness of a Prison and Parole System, Indianapolis, Bobbs-Merrill, 1964.

2. John C. Wright, "Curiosity and Opportunism", Trans-Action, 2:38-40, January-February, 1965.

3. Stuart Adams, "Higher Learning Behind Bars", Change Magazine, 45-50, November, 1973.

4. Larry L. Jacques, A National Survey of the Correctional Education Programs Available to Inmates of Penal Institutions for Adults, Doctoral Dissertation, University of Mississippi, 1973.

APPENDIX I

NATIONAL SURVEY OF POSTSECONDARY EDUCATION PROGRAMS FOR INCARCERATED OFFENDERS

Conducted by the NCCD
NewGate Resource Center

Sample:	*Major federal and state institutions for male and female adult felons.*
Method:	*Telephone Interview*
Person(s) Contacted:	*Education Director, Assistant Superintendent, or Superintendent*
Date began:	*June 19, 1973*
Date completed:	*July 16, 1973*
Total number of institutions contacted:	*305*
Total incarcerated population included in sample:	*210,183*

Totaled responses to questionnaire items:

1) *Are postsecondary education courses offered to the inmates of your institution?*

   Yes 218 (71%) *No* 87 (29%)

2) *How extensively is the education program made available to the student?*

   52 (24%) *Full time only* 118 (54%) *Part time only*

   48 (22%) *Both*

3) *May an inmate be excused from his job assignment for participation in program?*

   Yes 149 (68%) *No* 69 (32%)

4) *Does your institution provide for GED testing? (305 institutions)*

   Yes 253 (83%) *No* 52 (17%)

5) What type of instruction is offered, who has responsibility for the actual instruction, and what is the accrediting source of the courses offered?

Type of Instruction	Instruction by: Institution Staff	Instruction by: College Faculty	Accrediting Source: Extension Division	Accrediting Source: Community College	Accrediting Source: Coll/Univ.
Correspondence*	2	1	5	0	45
Electronically (TV)	1	7	3	3	2
In Person**	7	161	4	68	98
Other	0	1	0	1	0

6) When did you first begin your postsecondary program efforts?

1965 12 1965 6 1966 8 1967 6 1968 15 1969 26

1970 26 1971 33 1972 39 1973 11 (36 did not know)

7) How many courses were offered at the time your program first began?

Total = 398 (Approximate)

8) How many students were enrolled during the first term of your program?

Total = 4,541 (Approximate)

9) How many courses are being offered this term?

Total = 1,351

10) How many students are enrolled this term?

Total = 11,754

11) What type of academic certificate or degree may a student earn while incarcerated?

Technical Certificate 42 Associate of Arts Degree 101

Bachelor's Degree 12 None 63

12) Do you include provisions for administering the College Level Examination Program (CLEP)? (305 institutions)

Yes 51 No 254

* Correspondence programs are typically independent study. There the three programs that utilize staff or faculty instructors are exceptions.

** Eleven institutions offering in-person instruction also make use of correspondence or closed circuit television programs.

13)* *Is study release available to the students in your program? (267 institutions)*

Yes 144 *No* 123

14) *Since when has study release been available to the inmates of your institution?*

1965 1 1965 2 1966 1 1967 5 1968 13 1969 12

1970 18 1971 31 1972 35 1973 19 (7 did not know)

15) *How many students of your institution are currently participating in a study release program?*

Total = 1,552

16) *What plans do you have for the future regarding your postsecondary program? (Based on a priority item response from each of the 218 institutions)*

Enroll more students 21

Increase course offerings 52

Start study release program 20

Expand study release program 24

Start "inside" program 14

Utilize closed circuit TV 5

Arrange for AA Degree 18

Arrange for BS (BA) Degree 21

No Plans 43

*Including 49 work or study release facilities that have no in-house college program.